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ABSTRACT

Readings in part 1 include the following: "Language Minority Students in Multicultural Classrooms" (D. Brinton and others); "Language Proficiency, Bilingualism, and Academic Achievement" (J. Cummins);"A Conceptual Framework for the Integration of Language and Content Instruction" (M. A. Snow and others); "The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream" (A. U. Chamot, J. M. O'Malley); and "Cooperative Learning: The Benefits for Content-Area Teaching" (M. McGroarty). Part 2 focuses on cultural considerations: "Sociocultural Factors in Teaching Language Minority Students" (H. D. Brown); "The Stages of Ethnicity" (J. A. Banks); "Sociocultural Contexts of Language Development: Implications for the Classroom" (S. B. Heath); "Providing Culturally Sensitive Feedback" (R. Scarella). The third part discusses instructional practices and materials in the classroom: "Strategies for Content-Area Teachers" (P. A. Richard-Amato, M. A. Snow); "Adapting Materials and Developing Lesson Plans" (D. J. Short); "Facilitating the Reading Process" (G. Cantoni-Harvey); "Coaching the Developing Second-Language Writer" (F. Peitzman); "Helping Students Write for an Academic Audience" (J. M. Reid); "Conducting Verbal Reviews" (C. Simich-Dudgeon and others); "The Physical Environment" (D. S. Enright, M. L. McCloskey); "What Are We Really Testing?" (B. A. Mohan); and "Peer Teachers: The Neglected Resource" (P. A. Richard-Amato). Part 4 relates strategies and issues to specific content areas: "Social Studies Instruction" (M. King and others); "Teaching Literature to Language Minority Children" (L. Sasser); "Discovery Science and Language Development" (J. H. Rupp); "Integrating Mathematics and Language Learning" (T. C. Dale, G. J. Cuevas); "Multicultural Art Projects" (J. M. Schuman); "Using Low Organized Games in Multicultural Physical Education" (M.

Torbert, L. B. Schneider); "Music as Multicultural Education" (J. P. B. Dobbs); and "Serving Language Minority Students in Business Education" (J. E. Friedenbe.). Ending each chapter are questions and activities suitable for indi dual reflection and work or for whole-class or small-group w : in teacher-training programs. (MSE)

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